



USAID
FROM THE AMERICAN PEOPLE



J.P.Morgan

TARMIIfp Progress Quarterly/End-of-Year Report

FY 2014 (July - September 2014)

School Capacity and Innovation Program (SCIP)

Project Title: TARMII*fp*

Teacher Assessment Resources for Monitoring and Improving
Instruction in the Foundation Phase



Cooperative Agreement Number: AID-674-A-12-00023

Agreement Start and End Dates: July, 01, 2012 to June, 30, 2015

Project Locations: South Africa (Limpopo, Free-State, Mpumalanga, North-West)

Donor 1: USAID

Donor 2: ELMA Foundations

Donor 3: JP Morgan

Contents

Acronym List	3
Executive Summary	4
Background	5
Activities	5
Results/ Successes.....	8
Budget Overview	9
Future Activities.....	9
Annexes.....	10

Acronym List

ARB	Assessment Resource Bank
AS	Assessment Standard
CAPS	Curriculum Assessment and Policy Statement
DBE	Department of Basic Education
FLP	Foundations of Learning Programme
FS	Free State
HODs	Head of Department
HSRC	Human Science Research Council
ICT	Information Communication Technology
LP	Limpopo
MEC	Member of the Executive Council
MP	Mpumalanga
NCS	National Curriculum Statement
NW	North-West
SADTU	South African Democratic Teachers Union's
SES	Foundation Phase senior district education specialist
SGBM	School Governing Body members
TARMIIfp	Teacher Assessment Resources for Monitoring and Improving Instruction in the Foundation Phase

Executive Summary

This report provides details of the TARMIIfp project activities for the quarter July to September 2014 along with the annual performance report for October, 2013 to September 2014. The main activities for quarter included the installation of an updated version of the TARMIIfp software, the training and support for teachers through school visits. As indicated in our first quarter report, we started the year preparing for baseline data collection for learners' reading ability. We were able to collect data from sample of learners from both our control and experimental schools and these data (about 8754 learners) have been captured and analysis would be completed in the next quarter. We visited schools in Limpopo, Free State and North-West and provided support to teachers. An important development of the project is the interest generated among teachers not involved in the project. We also presented the project to the National Department of Basic Education (DBE) through the office of Director General of DBE and have started the process of a possible scale up of the project. The activities of the third and final year of the project would involve: learner post-intervention data collection; comprehensive data analysis to identify successes and failures of the TARMIIfp project; and most importantly, case studies of a few schools to develop an understanding of implementation models for improving literacy through TARMIIfp.

Background

The TARMIIfp project involves the development of a software intended to provide teaching and assessment resources to foundation phase teachers in South Africa. We argue that teachers' access to and use of these resources (largely on literacy development) would enhance their teaching practices and therefore improve the literacy development of their learners. During the first year of the project, the first version of the software was developed. The initial pilot of the software led to the development of an updated version of the software. The second year of the project largely involved using the 2014 South Africa academic year to assess the impact of the project on learners' literacy development in the participating schools. Our main activities included; the development of learner assessment instruments, baseline learner data collection and most importantly, providing support and training to teachers. The next section of the report provides detailed activities for the quarter (July to September, 2014)

Activities

The main activities for the current quarter include, installation of the latest version of the TARMIIfp software, a recap training of teachers on the second version of the TARMIIfp software, a Steering Committee meeting in the Free State and the capturing of learner baseline data for all four provinces; school based support in Limpopo, North-West and Free State and preparations for administration of the learner post-tests in October and November 2014.

Steering Committee meeting

In the Free State, this meeting was held at the Thabo Mofutsanyana district on the 8th of August. The purpose of the meeting was to plan for a recap TARMIIfp training and administration of learner post-tests. It was agreed that recap training would take place from 14-16 October and the learner testing from 3-7 November 2014. Training would be facilitated by the District Officials.

The capturing of learner baseline data

The capturing of learner baseline data from the four provinces was undertaken by the Data Capturing Unit of the HSRC. This activity was completed in September. Data cleaning is in

process. The analysis of data and report writing will commence in the next quarter (October to December 2014).

Installation of the second version of the software on teachers' computers

This installation happened in Free State, Mpumalanga and North-West during August and September 2014. In the Free State, installation took place at two separate venues, on 7 August at Matwabeng Primary school in Senekal and on 8 August at Swinburne Primary school in Harrismith. In Mpumalanga, this occurred on the 21 August at Sijabule Primary School in Siyabuswa and in Limpopo on the 8th of September. We invited one teacher per school to bring the laptop to a common venue for software installation. Installation of software included recording of laptop barcodes and teacher profiles as well as recording information per school on all software functions performed by teachers (for example, have teachers created class lists, generated assessment activities and reports and evaluations). In all three provinces these sessions were also used to allow teachers to raise queries they may be having with regard to the use of the software. The main issue was the need for more support. The HSRC team addressed this issue through school based support in the Free State and Limpopo which took place in September and in Mpumalanga a recap training which was planned for October, 2014.

In Mpumalanga, during the recording of teacher use of software functions, it was realised that there are teachers who were not selected to participate in TARMIIfp but out of interest they were drawn to the project and had created profiles and class lists for grade 4. Some of the teachers had brought their personal laptops to have the software installed.

In the North-West, the district e-Learning Coordinator advised that all laptops be collected and brought to a central point for software installation because the District had planned to bring TARMIIfp teachers to a common venue for recap training. Hence the district advised that installation be done at the HSRC offices before training. The HSRC collected laptops from the two circuits on the 12 and 13 August for installation at the HSRC offices and were returned to the district office on 18 August. During this period, schools contacted the HSRC and the circuit office requesting assistance with a variety of issues related to the software such as modem connection, the CD not working and how to use different functions of the software.

We noted during the installation of the latest version of TARMIIfp software that teachers were not using the software because:

- they had not mastered how to use the software to generate activities and to draw reports. We planned recap training sessions as well as school-based support. As reported earlier, training and school based support happened in North-West, Free-State and Limpopo during August and September. Training for teachers in Limpopo is scheduled for October, 2014.
- School Principals do not give TARMIIfp teachers access to laptops and 3G data cards. HSRC drafted a letter addressed to school principals to give TARMIIfp teachers access to laptops. The letter was sent to the respective District Offices for circulation to schools. In addition to this, during our school visits we addressed the issue of access to laptops with the principals and teachers concerned.

Recap training on the second version of TARMIIfp software

During this reporting period, training of foundation phase teachers happened in Limpopo and North-West. In Limpopo, this was held on 9 and 10 September at the Nzhelele East at Makhado ICT centre from 08:00 to 15:30 and in the North-West, it was held on 19, 20, and 21 August at the Mmakau EDSC s from 9:00- 14:30. The North-West was initiated, organised and paid for by the District.

School visits and monitoring

During this reporting period, school based support and monitoring took place in Limpopo, North-West and the Free State. In Limpopo, this happened on 11 and 12 September where 6 schools from Nzhelele East and West were supported on the software. In the North-West, school based support happened over two days in August where 7 schools from Madibeng and Letlhabile circuits were supported on the software. Apart from the challenges that teachers had experienced with the software, they indicated that other teachers at their schools who are not part of the project are using TARMIIfp.

In the Free State, this activity took place from 8-12 September where 12 schools in Harrismith, Rosendal, Senekal, Warden and Bethlehem areas were visited by two teams of

HSRC researchers. Project teachers were provided with two hour individual training on the generation of activities from the software, how to print assessment activities, record learner results using software; generation of reports and use of TARMIIfp resources as well as using 3g connection to send remote data onto the TARMIIfp server. We found during these visits that Farm schools where there is one teacher per school and classes are small (between 4-12 learners in Foundation phase) they reported that although they do not use TARMIIfp software to record learner results and generate reports they use TARMIIfp activities in their teaching. At one school, Moffat Farm school, the teacher had taken an initiative to source funding from the local area mayor to buy cartridge for printer as well as printing paper so that she can print activities for her learners. After the support session, the same teacher said this: *“I am now confident about using TARMII and I will be able to assist other teachers. TARMII will save me lesson preparation time because the activities are there and I will only draw them from the software”*

Preparation for learner post-test.

This activity entailed liaising with the Districts to employ the same retired teachers from their provinces who participated in the administration of the baseline; printing of test materials for the oral and writing components of the test; preparing and printing learner labels with name of learner, school name and province so that the same learners who wrote the baseline will complete the Post-test; compiling and printing the test administration manual as well as preparing power-point presentation for use during training of test administrators. Training of test administrators in the four provinces is scheduled for October 2014.

Results/ Successes

The TARMIIfp software has stimulated so much interest that teachers from North-West and Limpopo brought laptops during September school holidays to one of the HSRC technical assistants to install software on their personal laptops. These teachers had reported that they do not have time during school hours to prepare their lessons using TARMIIfp. As a result, having the software on their personal laptops would help them prepare their lessons at home. Teachers have also reported that the TARMIIfp resources such as the pedagogic video clips for teaching language components such as listening and speaking are very useful for lesson planning.

Budget Overview (see annex B)

Future Activities

The main activities in the next quarter (October to December, 2014) would include: the analysis of the learners baseline data in the four provinces and report writing, recap training on the second version of TARMIfp software in Mpumalanga scheduled for October, Steering Committee/Working Group meetings in the four provinces; school based support in the Free State scheduled for October and the administration of learner Post-tests in October and November 2014. Planned activities for the next reporting period (October – December 2014) are provided below

Activities	2014		
	October	November	December
Analysis of learner data and report writing			
Recap training on software and school visits			
Steering committee meetings			
Administration of learner post-test			

We expect our analysis to inform us about schools that have been successful or not successful using the TARMIfp software. And the question is ‘what are the reasons for these differences in achievement?’ The last year of the project would involve activities including case studies, interviews of teachers and qualitative data analysis for the purpose of developing a model for successful implementation of TARMIfp on scale.

Annexes

- a. Annex A: PMP**
- b. Annex B: Budget overview**

Annex A: PMP

PROJECT NAME: TARMIfp

PROJECT NUMBER: AID-674-A-12-00023

REPORTING PERIOD: FY (2014) – October, 2013 – September, 2014.

<i>Indicators</i>	<i>Baseline</i>	<i>FY A Target</i>	<i>FY A Actual</i>	<i>FY B Target</i>	<i>FY B Actual</i>	<i>FY C Target</i>	<i>FY C Actual</i>	<i>FY D Target</i>	<i>FY D Actual</i>	<i>End of Project Target</i>
Objective 1—Development of the TARMIfp software										
<i>Indicator 'number of software modules developed'</i>	0	11	9	2	2					11
1. User Interface/landing page	0	1	1	0	0					1
2. Item upload module	0	1	1	0	0					1
3. Learner admin module	0	1	1	0	0					1
4. Item bank module	0	1	1	0	0					1
5. Assessment generator	0	1	1	0	0					1
6. Evaluation module	0	1	1	0	0					1
7. Diagnostic report module	0	1	1	0	0					1
8. Multi-lingual interface	0	1	0	1	0					1
9. Video player module	0	1	1	0	0					1
10. Graphic resource module	0	1	1	0	0					1
11. Remote data	0	1	0	1	1					1

collection facility										
Objective 2---Training of teachers on the use of the updated version of TARMIfp										
Indicator 'number of teachers trained'	0	240	225							240
Disaggregated by										
men	0		10							
women	0		215							
Indicator 'number of district officials'	0	24	24							
Disaggregated by										
men	0		6							
women	0		18							
Objective 3----Learners whose teachers have access to TARMIfp										
Indicator 'number of learners'	0	0	0	7,200	7284	2,400				9,600
Disaggregated by										
Grade 1 boys	0	0	0		1253					
Grade 1 girls	0	0	0		1225					
Grade 2 boys	0	0	0		1201					
Grade 2 girls	0	0	0		1200					
Grade 3 boys	0	0	0		1160					
Grade 3 girls	0	0	0		1245					
Indicator with deviation			Explanation			Adjustment/Mitigation/Rationale				
Indicator a-number of teachers trained			* There are a number of multi-grade schools in Free States where a teacher teaches combined grades (1, 2, &3) in one classroom.			*				
Indicator b			*			*				
Implementation Challenges			Reasons			Mitigation				

Challenge a		
Challenge b		
USAID Key Issue	Contribution	
<i>If determined relevant</i>	*	
<i>If determined relevant</i>	*	
Other Comments		

Annex B: Budget Summary

HSRC Quarterly Budget Reporting

FY 2015 Q 1 (Jul-Sep 2014)		PROJECT GRAND TOTAL				\$1,519,424.00	9.630	Average exchange rate	
USD	A	B*	C	D	E	F=D+E	G=C-F	H=D+E	I=A-H
	Approved Project Budget	Approved Current Project Year	Total funds received to date	Total previous years expenses reported to current quarter	Expenses in current quarter	All expenditures to end of current quarter	Unobligated funds on hand	Total project expenditure to-date	Total project funds remaining
Salaries	\$318,930	\$87,287	\$136,120	\$118,125	\$18,247	\$136,372	-\$252	\$136,372	\$182,558
Travel	\$50,233	\$16,543	\$37,253	\$30,944	\$4,537	\$35,480	\$1,773	\$35,480	\$14,753
Other Direct Costs	\$66,928	\$6,693	\$35,436	\$31,113	\$974	\$32,087	\$3,349	\$32,087	\$34,841
Program Costs	\$216,709	\$77,833	\$124,677	\$116,345	\$3,513	\$119,858	\$4,819	\$119,858	\$96,851
Institutional Capacity Building	\$16,550	\$1,371	\$294	\$294	\$0	\$294	\$0	\$294	\$16,256
Overhead	\$90,362	\$25,613	\$45,063	\$40,074	\$3,682	\$43,755	\$1,308	\$43,755	\$46,607
TOTAL	\$759,712	\$215,340	\$378,844	\$336,894	\$30,953	\$367,846	\$10,998	\$367,846	\$391,866
NI									
RAND	A	B*	C	D	E	F=D+E	G=C-F	H=D+E	I=A-H
	Approved Project Budget	Approved Current Project Year	Total funds received to date	Total previous years expenses reported to current quarter	Expenses in current quarter	All expenditures to end of current quarter	Unobligated funds on hand	Total project expenditure to-date	Total project funds remaining
Salaries	ZAR 2,232,510	ZAR 840,578	ZAR 1,310,840	ZAR 1,137,545	ZAR 175,722	ZAR 1,313,267	-ZAR 2,426	ZAR 1,313,267	ZAR 919,243
Travel	ZAR 351,631	ZAR 159,310	ZAR 358,747	ZAR 297,988	ZAR 43,687	ZAR 341,675	ZAR 17,071	ZAR 341,675	ZAR 9,956
Other Direct Costs	ZAR 468,496	ZAR 64,457	ZAR 341,251	ZAR 299,615	ZAR 9,381	ZAR 308,996	ZAR 32,255	ZAR 308,996	ZAR 159,500
Program Costs	ZAR 1,516,963	ZAR 749,528	ZAR 1,200,643	ZAR 1,120,402	ZAR 33,832	ZAR 1,154,234	ZAR 46,409	ZAR 1,154,234	ZAR 362,729

Institutional Capacity Building	ZAR 115,850	ZAR 13,200	ZAR 2,827	ZAR 2,827	ZAR 0	ZAR 2,827	ZAR 0	ZAR 2,827	ZAR 113,023
Overhead	ZAR 632,534	ZAR 246,655	ZAR 433,959	ZAR 385,908	ZAR 35,454	ZAR 421,362	ZAR 12,597	ZAR 421,362	ZAR 211,172
TOTAL	ZAR 5,317,984	ZAR 2,073,726	ZAR 3,648,267	ZAR 3,244,285	ZAR 298,075	ZAR 3,542,360	ZAR 105,907	ZAR 3,542,360	ZAR 1,775,624
USD	A	B*	C	D	E	F=D+E	G=C-F	H=D+E	I=A-H
ELMA	Approved Project Budget	Approved Current Project Year	Total funds received to date	Total previous years expenses reported to current quarter	Expenses in current quarter	All expenditures to end of current quarter	Unobligated funds on hand	Total project expenditure to-date	Total project funds remaining
Salaries	\$318,930	\$87,287	\$158,469	\$118,125	\$18,247	\$136,372	\$22,097	\$136,372	\$182,558
Travel	\$50,233	\$16,543	\$24,960	\$30,944	\$4,537	\$35,480	-\$10,521	\$35,480	\$14,753
Other Direct Costs	\$66,928	\$6,693	\$33,255	\$31,113	\$974	\$32,087	\$1,168	\$32,087	\$34,841
Program Costs	\$216,709	\$77,833	\$107,678	\$116,345	\$3,513	\$119,858	-\$12,180	\$119,858	\$96,851
Institutional Capacity Building	\$16,550	\$1,371	\$8,223	\$294	\$0	\$294	\$7,930	\$294	\$16,256
Overhead	\$90,362	\$25,613	\$44,899	\$40,074	\$3,682	\$43,755	\$1,144	\$43,755	\$46,607
TOTAL	\$759,712	\$215,340	\$377,484	\$336,894	\$30,953	\$367,846	\$9,638	\$367,846	\$391,866

N1

RAND	A	B*	C	D	E	F=D+E	G=C-F	H=D+E	I=A-H
ELMA	Approved Project Budget	Approved Current Project Year	Total funds received to date	Total previous years expenses reported to current quarter	Expenses in current quarter	All expenditures to end of current quarter	Unobligated funds on hand	Total project expenditure to-date	Total project funds remaining
Salaries	ZAR 2,232,510	ZAR 840,578	ZAR 1,526,059	ZAR 1,137,545	ZAR 175,722	ZAR 1,313,267	ZAR 212,792	ZAR 1,313,267	ZAR 919,243
Travel	ZAR 351,631	ZAR 159,310	ZAR 240,362	ZAR 297,988	ZAR 43,687	ZAR 341,675	-ZAR 101,314	ZAR 341,675	ZAR 9,956
Other Direct Costs	ZAR 468,496	ZAR 64,457	ZAR 320,246	ZAR 299,615	ZAR 9,381	ZAR 308,996	ZAR 11,250	ZAR 308,996	ZAR 159,500
Program Costs	ZAR 1,516,963	ZAR 749,528	ZAR 1,036,938	ZAR 1,120,402	ZAR 33,832	ZAR 1,154,234	-ZAR 117,296	ZAR 1,154,234	ZAR 362,729
Institutional Capacity Building	ZAR 115,850	ZAR 13,200	ZAR 79,191	ZAR 2,827	ZAR 0	ZAR 2,827	ZAR 76,364	ZAR 2,827	ZAR 113,023

Overhead	ZAR 632,534	ZAR 246,655	ZAR 432,376	ZAR 385,908	ZAR 35,454	ZAR 421,362	ZAR 11,014	ZAR 421,362	ZAR 211,172
TOTAL	ZAR 5,317,984	ZAR 2,073,726	ZAR 3,635,171	ZAR 3,244,285	ZAR 298,075	ZAR 3,542,360	ZAR 92,811	ZAR 3,542,360	ZAR 1,775,624

N1 - Difference in funds received to date due to USAID and ELMA each making advances payments based on own procedures but funds utilised strictly on a 50% - 50% basis (refer to F for both USAID and ELMA portions)